

Main Street Elementary

318 East Main Street
Lake City, SC 20560

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 488 Students | |
| Principal | Melesia Walden | 843-374-2221 |
| Superintendent | Mrs. Beth M. Wright | 843-374-8652 |
| Board Chair | Mr. Richard Cook | 843-394-8043 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 8 | 18 | 71 | 39 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Below Average | No |
| 2004 | Below Average | Unsatisfactory | No |
| 2005 | Below Average | Unsatisfactory | No |
| 2006 | Unsatisfactory | Unsatisfactory | No |

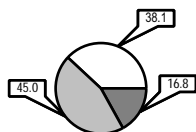
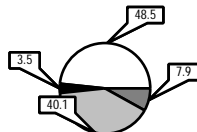
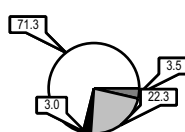
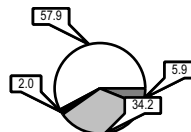
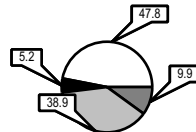
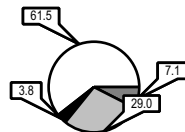
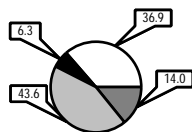
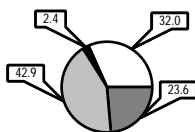
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 216 | 99.5 | 37.3 | 44.6 | 17.2 | 1.0 | 24.5 | No | Yes |
| Gender | | | | | | | | | |
| Male | 100 | 99.0 | 47.4 | 35.8 | 15.8 | 1.1 | 18.9 | N/A | N/A |
| Female | 116 | 100.0 | 28.4 | 52.3 | 18.3 | 0.9 | 29.4 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 36 | 97.2 | 23.5 | 38.2 | 35.3 | 2.9 | 50.0 | I/S | I/S |
| African American | 179 | 100.0 | 40.2 | 45.6 | 13.6 | 0.6 | 19.5 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 182 | 99.5 | 33.1 | 48.8 | 18.0 | 0.0 | 25.6 | N/A | N/A |
| Disabled | 34 | 100.0 | 59.4 | 21.9 | 12.5 | 6.3 | 18.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 216 | 99.5 | 37.3 | 44.6 | 17.2 | 1.0 | 24.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 215 | 99.5 | 37.4 | 44.3 | 17.2 | 1.0 | 24.6 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 201 | 99.5 | 38.6 | 46.0 | 14.3 | 1.1 | 22.2 | No | Yes |
| Full-pay meals | 15 | 100.0 | 20.0 | 26.7 | 53.3 | 0.0 | 53.3 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 216 | 99.5 | 47.5 | 39.7 | 7.8 | 4.9 | 22.5 | No | Yes |
| Gender | | | | | | | | | |
| Male | 100 | 99.0 | 47.4 | 38.9 | 8.4 | 5.3 | 25.3 | N/A | N/A |
| Female | 116 | 100.0 | 47.7 | 40.4 | 7.3 | 4.6 | 20.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 36 | 97.2 | 29.4 | 35.3 | 17.6 | 17.6 | 47.1 | I/S | I/S |
| African American | 179 | 100.0 | 51.5 | 40.2 | 5.9 | 2.4 | 17.8 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 182 | 99.5 | 44.2 | 44.2 | 8.7 | 2.9 | 23.3 | N/A | N/A |
| Disabled | 34 | 100.0 | 65.6 | 15.6 | 3.1 | 15.6 | 18.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 216 | 99.5 | 47.5 | 39.7 | 7.8 | 4.9 | 22.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 215 | 99.5 | 47.8 | 39.4 | 7.9 | 4.9 | 22.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 201 | 99.5 | 49.2 | 38.6 | 7.9 | 4.2 | 22.2 | No | Yes |
| Full-pay meals | 15 | 100.0 | 26.7 | 53.3 | 6.7 | 13.3 | 26.7 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 216 | 99.5 | 70.1 | 22.5 | 3.4 | 3.9 | 7.4 |
| Gender | | | | | | | |
| Male | 100 | 99.0 | 70.5 | 23.2 | 3.2 | 3.2 | 6.3 |
| Female | 116 | 100.0 | 69.7 | 22.0 | 3.7 | 4.6 | 8.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 36 | 97.2 | 50.0 | 23.5 | 14.7 | 11.8 | 26.5 |
| African American | 179 | 100.0 | 74.6 | 21.9 | 1.2 | 2.4 | 3.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 182 | 99.5 | 68.6 | 25.6 | 4.1 | 1.7 | 5.8 |
| Disabled | 34 | 100.0 | 78.1 | 6.3 | 0.0 | 15.6 | 15.6 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 216 | 99.5 | 70.1 | 22.5 | 3.4 | 3.9 | 7.4 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 215 | 99.5 | 70.4 | 22.2 | 3.4 | 3.9 | 7.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 201 | 99.5 | 73.5 | 20.6 | 2.6 | 3.2 | 5.8 |
| Full-pay meals | 15 | 100.0 | 26.7 | 46.7 | 13.3 | 13.3 | 26.7 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 216 | 99.5 | 56.9 | 33.8 | 5.9 | 3.4 | 9.3 |
| Gender | | | | | | | |
| Male | 100 | 99.0 | 62.1 | 27.4 | 6.3 | 4.2 | 10.5 |
| Female | 116 | 100.0 | 52.3 | 39.4 | 5.5 | 2.8 | 8.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 36 | 97.2 | 41.2 | 35.3 | 11.8 | 11.8 | 23.5 |
| African American | 179 | 100.0 | 59.8 | 33.7 | 4.7 | 1.8 | 6.5 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 182 | 99.5 | 56.4 | 36.0 | 6.4 | 1.2 | 7.6 |
| Disabled | 34 | 100.0 | 59.4 | 21.9 | 3.1 | 15.6 | 18.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 216 | 99.5 | 56.9 | 33.8 | 5.9 | 3.4 | 9.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 215 | 99.5 | 56.7 | 34.0 | 5.9 | 3.4 | 9.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 201 | 99.5 | 57.7 | 33.3 | 5.8 | 3.2 | 9.0 |
| Full-pay meals | 15 | 100.0 | 46.7 | 40.0 | 6.7 | 6.7 | 13.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 67 | 100.0 | 16.9 | 61.0 | 22.0 | 0.0 | 22.0 |
| | 4 | 75 | 100.0 | 46.4 | 37.7 | 14.5 | 1.4 | 15.9 |
| | 5 | 83 | 100.0 | 51.9 | 37.7 | 10.4 | 0.0 | 10.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 26.6 | 46.9 | 25.0 | 1.6 | 26.6 |
| | 4 | 68 | 100.0 | 48.4 | 38.7 | 12.9 | 0.0 | 12.9 |
| | 5 | 83 | 98.8 | 37.2 | 47.4 | 14.1 | 1.3 | 15.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 67 | 100.0 | 35.6 | 54.2 | 10.2 | 0.0 | 10.2 |
| | 4 | 75 | 100.0 | 40.6 | 33.3 | 21.7 | 4.3 | 26.1 |
| | 5 | 83 | 100.0 | 51.9 | 42.9 | 3.9 | 1.3 | 5.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 50.0 | 43.8 | 3.1 | 3.1 | 6.3 |
| | 4 | 68 | 100.0 | 41.9 | 38.7 | 14.5 | 4.8 | 19.4 |
| | 5 | 83 | 98.8 | 50.0 | 37.2 | 6.4 | 6.4 | 12.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 67 | 100.0 | 74.6 | 23.7 | 1.7 | 0.0 | 1.7 |
| | 4 | 75 | 100.0 | 68.1 | 23.2 | 5.8 | 2.9 | 8.7 |
| | 5 | 83 | 100.0 | 75.3 | 16.9 | 6.5 | 1.3 | 7.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 75.0 | 20.3 | 4.7 | 0.0 | 4.7 |
| | 4 | 68 | 100.0 | 67.7 | 25.8 | 1.6 | 4.8 | 6.5 |
| | 5 | 83 | 98.8 | 67.9 | 21.8 | 3.8 | 6.4 | 10.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 67 | 100.0 | 59.3 | 37.3 | 3.4 | 0.0 | 3.4 |
| | 4 | 75 | 100.0 | 44.9 | 47.8 | 7.2 | 0.0 | 7.2 |
| | 5 | 83 | 100.0 | 68.8 | 28.6 | 2.6 | 0.0 | 2.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 59.4 | 35.9 | 3.1 | 1.6 | 4.7 |
| | 4 | 68 | 100.0 | 50.0 | 40.3 | 8.1 | 1.6 | 9.7 |
| | 5 | 83 | 98.8 | 60.3 | 26.9 | 6.4 | 6.4 | 12.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 488) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 6.1% | Down from 8.8% | 3.8% | 2.8% |
| Attendance rate | 96.9% | Up from 96.3% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | No change | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | No change | 0.0% | 0.0% |
| Eligible for gifted and talented | 5.9% | Up from 5.3% | 3.8% | 10.4% |
| On academic plans | 66.2% | N/AV | 48.9% | 33.6% |
| On academic probation | 2.4% | N/AV | 2.2% | 1.0% |
| With disabilities other than speech | 7.5% | Down from 7.8% | 7.2% | 7.5% |
| Older than usual for grade | 4.3% | Up from 3.8% | 1.5% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 30) | | | | |
| Teachers with advanced degrees | 26.7% | Up from 25.0% | 51.4% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 0.0% | N/A | 5.1% | 2.4% |
| Teachers with emergency or provisional certificates | 4.8% | Up from 4.3% | 3.0% | 0.0% |
| Teachers returning from previous year | 71.7% | Down from 72.4% | 83.1% | 87.3% |
| Teacher attendance rate | 95.4% | Down from 96.0% | 94.6% | 94.9% |
| Average teacher salary | \$35,886 | Down 0.2% | \$41,326 | \$42,485 |
| Prof. development days/teacher | 10.4 days | Down from 15.3 days | 14.7 days | 13.3 days |
| School | | | | |
| Principal's years at school | 15.0 | Up from 14.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.4 to 1 | Down from 22.3 to 1 | 16.3 to 1 | 18.6 to 1 |
| Prime instructional time | 90.4% | No change | 88.3% | 89.7% |
| Dollars spent per pupil* | \$5,708 | Down 7.7% | \$7,803 | \$6,557 |
| Percent of expenditures for teacher salaries* | 61.1% | Up from 58.3% | 59.9% | 64.0% |
| Percent of expenditures for instruction* | 67.2% | | 68.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development | Average | No change | Good | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.9% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | Yes |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Main Street Elementary (MSE), located in Lake City, South Carolina, is a wonderful place to be. Our motto is "WILD about Learning", and we try to make sure our students, staff, and parents are excited about the events happening in our school. Our mission is to provide a safe, positive, nurturing environment where children are first, expectations are high, and everyone works together as a learning community. We are constantly looking for ways to make our mission possible by opportunities for improvement through integration of the arts into our total school program with the Main Street Singers and the Main Street Minis, which is the singing group from our lower grades, and through the participation in plays through the Southeastern Theatrical Production. We have performed around the community and in such places as the Alabama Theater. We also are continuing to strive to improve our academic and social areas through the use of MSE Mentors, Manners Day activities, Girl Scouts, Community Readers, and various Family Nights. Service projects are also very important to us and we have participated in Relay for Life, Jump Rope for Heart, Pennies for Patients, and the March of Dimes.

In an effort to increase student achievement, we have utilized the computer lab using the PLATO reading and math software, as well as Accelerated Reader and Math programs. We also have been using the Measures of Academic Progress (MAP) tests, which are also completed on the computer, to give us benchmarks for our progress. Our faculty and staff are constantly reviewing programs to help us improve our academic areas. One major hurdle that we have to overcome at MSE is to increase the student achievement, so we can meet our goal of Adequate Yearly Progress (AYP). Through the use of innovative programs and a change in the schedule for the students, as well as an emphasis on the curriculum standards, we know we can accomplish this through the hard work of all teachers, students, staff, parents, and community members.

We invite you to visit our wonderful school, where it is evident when you walk through the doors that everyone is dedicated to student achievement, community and parent involvement, and making learning relevant and exciting. Main Street Elementary is truly "WILD about Learning."

Melesia Walden, Principal

Anthony Ross, Assistant Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 80 | 65 |
| Percent satisfied with learning environment | 76.7% | 83.3% | 84.4% |
| Percent satisfied with social and physical environment | 93.3% | 79.5% | 73.0% |
| Percent satisfied with school-home relations | 70.0% | 88.6% | 77.8% |

*Only students at the highest elementary school grade level at this school and their parents were included.